



De Lisle College
A Catholic Voluntary Academy

KEY STAGE 4
PATHWAYS

2025 – 2026

Contents



Introduction to Year 10 Curriculum	3	Business	21
Progression Pathways	4	Computer Science	22
Progression Pathways	5	Drama	24
The National Qualifications Framework	6	Food Preparation & Nutrition	25
Careers Guidance	7	Music	26
Religious Studies	9	Physical Education	27
Mathematics	10	Psychology	28
English Language	11	Sociology	29
English Literature	12	Triple Science	30
Science	13		
Geography	14	Applied Learning	
History	15	BTEC Creative Media Production	31
French	16	BTEC Health & Social Care	32
Mandarin	18	BTEC Performing Arts	33
Spanish	19	Cambridge National in Sport Studies	34
GCSE Special Interest Subject		Applying for your options	35
Art & Design: Fine Art	20		
Art & Design: Graphic Communication	20		



Introduction

Parent/Carer

The purpose of this booklet is to provide you with information that will help you guide your child through the process of choosing their pathway for Year 10 and 11. Details of all of the courses offered are included in this booklet.

Students are encouraged to talk to our Careers Adviser if they need any additional information, advice or guidance. A range of printed and on-line resources are available for students to consult in the Careers Centre during break or lunchtimes, and links to careers websites can be found on the College website.

We cannot, at this stage, guarantee that every course will be running next September. This will be determined largely by the number of students indicating a wish to follow a particular course and by our staffing levels. If a course fails to attract sufficient numbers then it will not run.

Year 10 Curriculum

All students entering Year 10 in September 2026 will study the following:

- Religious Education
- Physical Education
- English Language and English Literature
- Mathematics
- A Double / Triple Science programme
- Personal Development Programme (Personal, Social and Health Education, Citizenship and Careers)

In addition to the above compulsory subjects, all students will choose a selection of other courses to follow. For their specialist subject option, they will be asked to make a first, second and third choice.

When choosing your pathway, it is important to consider the breadth and balance of your curriculum. Art and design subjects and performance-based subjects (music, drama and performing arts) complement the core curriculum. They allow students to develop a wide-range of transferable skills which are much sought after. If you are unsure about your options, please make an appointment to meet with our Careers Adviser.





Progression Pathways at KS4

The Key Stage 4 curriculum offer at De Lisle College is tailored to students' individual needs, aspirations and interests. Students follow one of three progression pathways, each of which comprises a core programme and a specialist interest subject. The core programme consists of GCSE courses in religious education, English language, English literature, mathematics and combined science (equal to two GCSEs), together with non-examined courses in practical PE and personal, social and health education (personal development).

Facilitating Progression Pathway

The Facilitating Progression Pathway, with its broad range of academic and enriching subjects, provides students with a strong platform for A Level study in the Sixth Form. Students who follow the Facilitating Progression Pathway will ultimately progress to higher education or advanced apprenticeships. Students who achieved scaled scores greater than 100 in reading and maths at the end of Key Stage 2 follow the Facilitating Progression Pathway.

STEM Progression Pathway

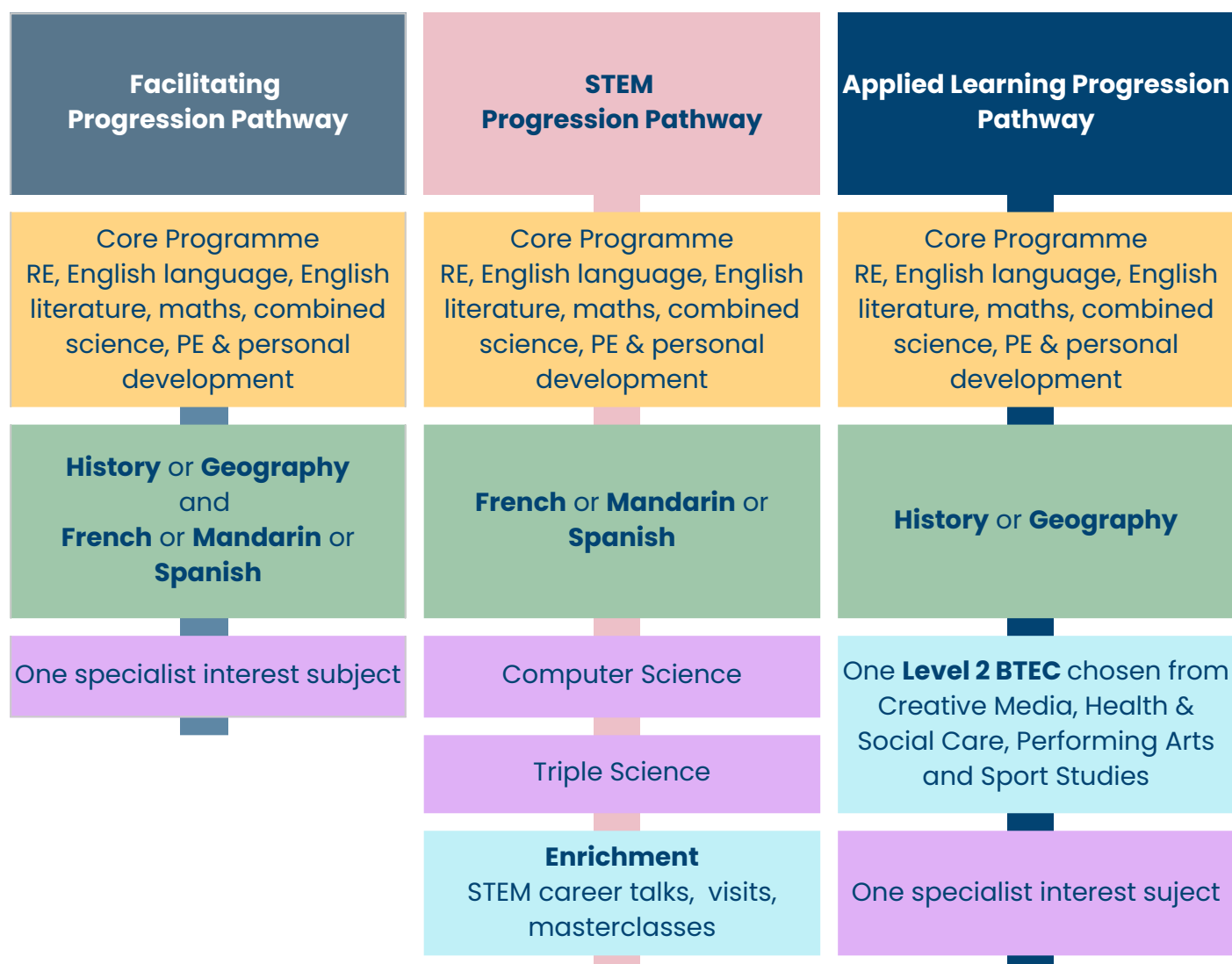
The STEM study route offers progression for academic high-fliers with a passion for science, who are strongly considering careers involving science, technology, engineering or maths. Given the demand of the qualifications involved, students who wish to follow the STEM Progression Pathway must have achieved a minimum scaled score of 105 in reading and maths at the end of Key Stage 2, and to be working in quintile 4 or 5 in maths at the end of year 9. In addition to their formal qualifications, the STEM Progression Pathway will provide eligible students with a range of super-curricular experiences designed to deepen their understanding of STEM subjects and their application in the workplace.

Applied Learning Progression Pathway

The Applied Learning Progression Pathway offers students the flexibility of taking vocational courses alongside traditional academic subjects. The Applied Learning Progression Pathway is designed for students who intend to follow a vocational route post 16 and are not considering higher education.



Progression Pathways at KS4



Specialist Interest Subjects		
Art & Design Fine Art	Music	Cambridge National in Sports Studies
Art & Design: Graphic Communication	Physical Education	Creative Media
Business	Psychology	
Drama	Sociology	
Food Preparation & Nutrition	Triple Science	



The National Qualifications Framework (NQF)

The Pathways Process & Submitting Choices

All year 9 students have been participating in personal development lessons to help guide them in making their GCSE pathway choices. They will have considered decision making styles, where to find reliable sources of guidance and how to make positive, informed choices.

The aim of this booklet is to supply details about the pathway and specialist interest subject choices available, assessment information, and provides contact details should you require additional advice.

Once your son/daughter has made their pathways and specialist interest subject choice, this needs to be submitted using a simple online form on the College website. The form can be found on the 'KS4 Pathways' page, under the 'Curriculum' tab of the College website or follow the QR code on this page.

After selections have been made, students will have an interview with a member of staff to confirm suitability of their option choices. Ongoing support is available from the Careers Adviser.

School Leaving Age

All students are now required to remain in a form of education or training until they are 18, by either staying on in full time education, starting a traineeship or apprenticeship, or volunteering for at least 20 hours a week while studying part time. A good range of GCSE grades at age 16 keeps many options open and gives students a good foundation for progression throughout their career.

'Gateway Grade'

The current 'Gateway Grade' at GCSE level is a grade 4. This is because a grade 4 is considered a 'good pass'. Many Post 16 courses will require a grade 4 pass in GCSE English and maths as part of their entry requirement. To study A levels at De Lisle College students currently need to achieve four grade 4s and two grade 5s at GCSE level.

Most qualifications in England and Wales from Entry Level Awards to Higher Degrees fit within a common grid so that different qualifications can be compared with one another. The table shows levels 1 to 3 of the NQF with a few examples.

LEVEL 3

Level 3 BTEC National
Certificates and Diplomas

Level 3 NVQ

AS and A Levels

LEVEL 2

Level 2 BTEC Awards

Level 2 BTEC Performing Arts

GCSE Grades 9-4

LEVEL 1

Level 1 BTEC Awards

Level 1 BTEC Performing Arts

GCSE Grades 3-1

SCAN ME





Careers Guidance: Looking Ahead

General University/College Requirements

Each university and college set their own entry requirements for their courses. Students need to be aware that these requirements may vary considerably between different universities/colleges and different courses.

For progression on to A levels, some subjects will require prior study at GCSE level, for example computer science, French and Spanish, so consideration should be given at this stage. For further guidance on this, please speak to careers staff, or visit the Sixth Form page on the De Lisle College website to browse entry requirements for current A level subjects. Degree courses at university will also have entry requirements that can be researched by visiting www.ucas.com and searching for subjects or by visiting university websites direct.

There are over 100 universities in the UK and the Russell Group represents 24 of the leading research-intensive universities. They have put together a publication called 'Informed Choices' to help students when choosing their post-16 options. We believe that it is also a valuable resource for students considering their year 10/11 subjects and would recommend that you read it before choosing your GCSE pathway.

www.informedchoices.ac.uk

The 'Informed Choices' interactive website is published by The Russell Group, a group of 24 leading UK universities, and offers useful information as you consider the best courses and subjects to study in the Sixth Form.

Careers Websites

<https://nationalcareers.service.gov.uk/> provides information, advice and guidance to help make decisions regarding education, training and work. Includes a comprehensive list of job profiles with entry requirements, and a skills test.

www.prospects.ac.uk provides career information, job roles and a skills/personality quiz.

www.careersbox.co.uk has a number of videos giving personal insights into various careers.

The college uses Unifrog as a careers planning tool.

For other enquiries please contact:
Mr C Greenwood, Careers Adviser
cgreenwood@delisle.leics.sch.uk
01509 268739



Oxbridge talk to Year 11 students





Any questions?

Mrs R Jinks (Head of RE)
rjinks@delisle.leics.sch.uk
01509 268 739



9

Core Subject

RELIGIOUS STUDIES

The aims of the course

GCSE Religious Studies gives you the opportunity to examine some of the most fundamental questions facing human beings. Through the course you will develop your knowledge and understanding of Christianity, especially the Roman Catholic tradition, Judaism and Philosophy and Ethics.

GCSE Religious Studies is compulsory for students at De Lisle. Students are placed into teaching groups at the beginning of Year 10. These groups are carefully constructed to ensure that students are in the best group for their learning style and needs.

Throughout the course you will be assessed on your classwork and homework, which will result in formative feedback. You will also be assessed in end of module and mock exams to give you a realistic idea of what to expect when you sit your final exams in Year 11.

What topics will I study?

We plan to follow the Eduqas Route B Religious Studies GCSE Course (2016). The course is divided into three main units of study:

Foundational Catholic Theology: Origins and Meaning, Good and Evil

Applied Catholic Theology: Life and Death, Sin and Forgiveness

Judaism: Beliefs and Teachings, Practices

How will I be assessed?

This course is assessed via three exams at the end of year 11. There are two 1.5 hour exams (Foundational Catholic Theology and Applied Catholic Theology) and one 1 hour exam (Judaism). Teachers will assess student progress using the types of questions that will be used in the exams so that students can become more confident in writing their answers.

Further information

Please visit:

www.eduqas.co.uk/qualifications/religious-studies-gcse/
for detailed information





Core Subject

Any questions?

Ms S Battaglia (Head of Mathematics)
sbattaglia@delisle.leics.sch.uk
01509 268 739



MATHEMATICS

The aims of the course

Mathematics is one of the most important GCSE qualifications according to employers and higher education institutions. As a core subject, it is studied by every student across the college up to GCSE level.

Our sole aim is to provide students with the mathematical skills to play a full role in society, and in doing so, inspire a passion for mathematics which leads to high levels of success and a desire for further study.

At De Lisle, we offer students two pathways in order to fulfil their potential. The majority of our students go on to study the higher tier papers, which allow students to access grades 9-4. For a number of our students though, the foundation tier provides the best option for success, which allows for grades ranging from 5-1. Decisions as to which pathway is most appropriate are formalised at the start of Year 10, but continually reviewed throughout the course, and some students move between the options as the course progresses.

What topics will I study?

The GCSE maths course covers areas from all strands of mathematics. The proportion assessed in your examinations is outlined in this table.

The new GCSE requires a higher level of problem solving skills, and so from an early stage we look to develop and embed these attributes into our students.

TOPIC AREA	FOUNDATION	HIGHER
Number	25%	15%
Algebra	20%	30%
Ratio	25%	20%
Geometry	15%	20%
Probability & Statistics	15%	15%

How will I be assessed?

Students are assessed for the GCSE with three external examinations at the end of Year 11.

You will be provided regular feedback throughout the course through regular internal assessments.

Further information

Please visit:

<https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>

for detailed information

Any questions?

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eperkins@delisle.leics.sch.uk
01509 268 739



11

Core Subject

ENGLISH LANGUAGE

Examining Board: AQA

English is a core subject and is taught in mixed ability groups at GCSE. The majority of students at De Lisle will be entered for GCSE English Language and GCSE English Literature. In line with the new GCSE grading system for core subjects, both GCSEs will be graded from 1-9, with 9 being the highest achievable grade. Assessment of all of these GCSEs will be through externally examined units which will take place at the end of Year 11.

Reading in your leisure time, as much and as widely as possible, is vital if you wish to develop the skills that you need to be successful in all aspects of English work.

It is important to remember that in order to study a subject at university you will require at least a grade 4 in English Language

The aims of the course

- I will be able to show that I can communicate confidently and appropriately with others in speaking, listening, reading and writing.
- I will be able to read a wide range of texts, fluently and with good understanding.
- I will be able to write effectively and coherently using Standard English appropriately.
- I will be able to use grammar correctly, as well as punctuating and spelling accurately.
- I will acquire and apply a wide vocabulary.
- I will be able to listen to and understand spoken language, and use spoken Standard English effectively..

What topics will I study?

- I will study a wide range of fiction from 20th century literature, as well as non-fiction texts from the 19th and 21st centuries.
- By studying this range of fiction and non-fiction I will develop my own skills as a writer for a range of purposes, target audiences and contexts.
- I will use standard English to produce and deliver speeches, displaying my ability to use language in different situations.

How will I be assessed?

All assessment will be external examination at the end of Year 11. Paper 1, which includes 20th century prose reading and creative writing, counts for 50% of the total grade. Paper 2, which includes 19th and 21st century non-fiction and persuasive writing, counts for 50% of the total grade.

Further information

It is very helpful to have a set of highlighter or coloured pens as we annotate lots of different texts and use different colours to help us plan writing. Pupils are expected to be fully equipped for lessons at all times.



Core Subject

Any questions?

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Examining Board: AQA

ENGLISH LITERATURE

The aims of the course

- I will read a wide range of classic literature fluently and with good understanding, and make connections across my reading.
- I will develop the habit of reading widely and often.
- I will appreciate the depth and power of the English literary heritage.
- I will write accurately, effectively and analytically about my reading, using Standard English.

What topics will I study?

I will study one novel, two plays and a range of poetry in the following units:

Paper 1 – Shakespeare's Macbeth and Dickens' A Christmas Carol

Paper 2 – An Inspector Calls by JB Priestley, Worlds and Lives poetry and Unseen poetry

How will I be assessed?

Paper 1 is worth 40% of the overall grade and will be assessed as external examination at the end of Year 11.

Paper 2 is worth 60% of the overall grade and will be assessed as external examination at the end of Year 11.

Further information

It is best if you can buy your own copies of the books we study as you will then be able to write on them and make notes to help you understand and revise.

A list will be available from your English teacher.

What do current students think of the course?

"I really like the variety of things we cover in English. It's made me much more aware of how I can use language to influence other people."

"I've really enjoyed reading books that I probably wouldn't have chosen myself but they're so relevant to our lives today – even Shakespeare!"

Any questions?

Mrs D Thornton (Head of Science)
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13

Core Subject

SCIENCE

The department offers two different routes through Key Stage 4 Science. All students will study five hours per week of Core Science with the option to study more if following the STEM progression pathway or selecting triple science as a specialist interest subject (see our Triple Science entry page 28 in this booklet). Science at De Lisle is taught within engaging and interesting contexts that allow students to base their learning on real life scenarios. This approach has contributed to the high levels of success that has been seen by students in this subject. The two routes through Key Stage 4 Science are below.

Combined Science GCSE route

This is a double award that covers aspects of physics, chemistry and biology over two years.

Beyond GCSE, students who do not choose triple science are still able to study biology, chemistry and physics at A level. Entry to A level courses in the sciences at De Lisle is subject to meeting certain entry requirements. Students will be assessed by examinations at the end of year 11. Although coursework is no longer part of the assessment there will still be a strong focus on practical skills, and students will be assessed on their knowledge of practical work within the final examinations.

Triple Science GCSE route

This route leads to students gaining three science GCSE qualifications. All students are very welcome to choose triple science, this route is an extra GCSE of science meaning students study additional content in each of the sciences. As with the Combined Science qualification, students will complete a series of compulsory practicals during the course and will be assessed on these within the final examinations.

Beyond GCSE

Students who do not choose triple science are still able to study biology, chemistry and physics at A level.

Entry to A level courses in the sciences at De Lisle is subject to meeting certain entry requirements.



Any questions?

Mrs E Richardson (Head of Geography)
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Examining Board: OCR B

GCSE GEOGRAPHY

The aims of the course

The GCSE Geography course has a balance of theoretical and practical work that will encourage you to become more actively involved in the subject as well as the world in which you live. The syllabus covers a broad scope of topics to ensure that you become a well-rounded geographer, possessing the transferable skills required to be successful in a wide range of jobs and/or related subjects. You will gain an understanding and appreciation of current social, economic and environmental issues whilst developing the skills to become a future decision maker. The course provides an ideal foundation for those who want to pursue geography at A Level or in support of numerous career choices. Geography is an EBacc subject.

What topics will I study?

The course is designed to cover a comprehensive range of human and physical geographical themes such as Global Hazards, Changing Climate, Distinctive Landscapes, Sustaining Ecosystem, Dynamic Development, Urban Futures, UK in the 21st Century and Resource Resilience. You will enhance the geographical skills that you studied in KS3 (such as map reading and data interpretation), as well as being introduced to new techniques such as Geographical Information Systems (GIS). Your enquiry, analysis and decision making skills will be developed during the multiple field work opportunities introduced as an integral part of this new syllabus.

How will I be assessed?

- Our Natural World (Physical Geography Exam) – 35% of the final GCSE assessing students' knowledge and understanding of the physical geography themes.
- People and Society (Human Geography Exam) – 35% of the final GCSE assessing students' knowledge and understanding of the human geography themes.
- Geographical Exploration (Geographical Skills and Decision Making Exam) – 30% of the final GCSE assessing students' knowledge and understanding of field work approaches and techniques

Further information

Fieldtrips include Norfolk in Y10 and Birmingham in Y11. Norfolk costs approx. £265 and Birmingham £15. We also recommend that students purchase a revision guide specific to the OCR B syllabus (£8.50).



"Geography is a totally unique subject which lets us view the world from an absolutely different perspective and opens up so many interesting job opportunities: from geopolitical analysts to exploration geologists. It lets humans see the impacts of their actions and connects people from all over the world who want to change the world for the better"

Any questions?

Mr L Akhurst (Head of History)
lakhurst@delisle.leics.sch.uk
01509 268 739



15

GCSE HISTORY

Examining Board: Edexcel

The aims of the course

This GCSE History course provides opportunities to study topics from different periods of history using a variety of skills relevant to all career paths. It also helps to develop sound academic skills essential to any student, no matter what their ability.

Historical enquiry develops not only a capacity to think independently (without jumping to unsupported conclusions) but also an appreciation of human behaviour. A knowledge of past events helps provide a deeper understanding of the present – and the future.

What topics will I study?

The GCSE History content comprises the following elements:

- one period study
- one British depth study
- one wider world depth study
- one thematic study including the historical environment

These allow us to examine topics as far-reaching as British health and medicine to the Cold War.

How will I be assessed?

The course has three written examinations.

Paper 1: Thematic study and historic environment 30%

Written examination: 1 hour and 15 minutes
Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Paper 2: Period study and British depth study 40%

Written examination: 1 hour and 45 minutes
Anglo-Saxon and Norman England, c1060–88 Superpower relations and the Cold War, 1941–91

Paper 3: Modern depth study 30%

Written examination: 1 hour and 20 minutes
Weimar and Nazi Germany, 1918–39

Further information

There has never been a better time to study History, with this new challenging GCSE and the high academic status of the subject. Students will be given the option of enrichment activities such as a trip to the Western Front in Belgium.



"History is a fascinating subject, it's really useful learning about the past and how it shapes the world we live in."



Examining Board: AQA

GCSE FRENCH

The aims of the course

To give students the opportunity to:

- enjoy and benefit from language learning.
- further develop their ability to communicate ideas spontaneously and fluently.
- further develop their ability to respond to authentic written and spoken resources.
- deepen their knowledge and understanding of how language works.
- develop an awareness and understanding of countries and communities where the language is spoken.
- prepare for further language studies.
- develop valuable transferable communication skills.
- develop their language skills to a level suitable for use in today's multilingual job market.

What topics will I study?

People and lifestyle:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

Popular culture:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

Communication and the world around us:

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

How will I be assessed?

This course is linear and so students will sit all of their exams at the end of year 11.

The course is split into 4 skill areas which are each worth 25% of the final grade:

- Listening
- Speaking
- Reading
- Writing

All skill areas are externally assessed although the speaking exam will be conducted by their teacher. Students can be entered for either the Foundation or Higher Tier:

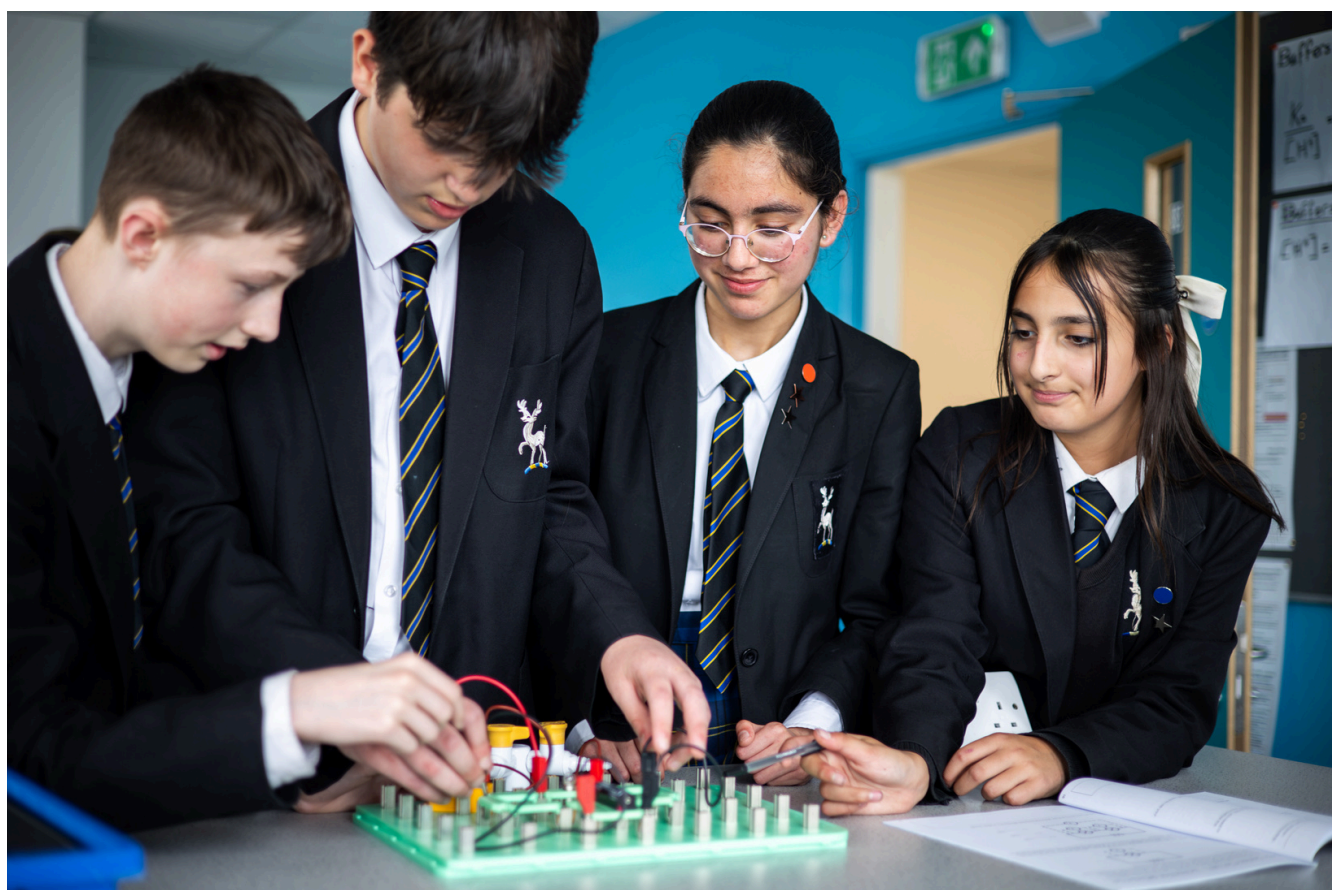
- Foundation: Grades 1-5
- Higher: Grades 4-9



"I enjoy doing GCSE French because the lessons are engaging and we learn a lot. We complete a variety of activities which help us in our learning. These activities enable us to memorise the different vocabulary so that we can use it confidently in writing and speaking tasks. Furthermore, the teachers are really supportive and plan our lessons in a way that allows us to make good progress. Our lessons are really valuable in preparing us to use the language beyond our GCSEs"

Course Requirements

You must have studied this language at key stage 3 in order to complete the GCSE course.





Any questions?

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01509 268 739



GCSE MANDARIN

Examining Board: AQA

The aims of the course

To give students the opportunity to:

- embrace the challenge of studying a language that will set them apart from their peers.
- enjoy and benefit from language learning.
- further develop their ability to communicate ideas spontaneously and fluently.
- further develop their ability to respond to authentic written and spoken resources.
- deepen their knowledge and understanding of how language works.
- develop an awareness and understanding of countries and communities where the language is spoken.
- prepare for further language studies.
- develop valuable transferable communication skills.
- develop their language skills to a level suitable for use in an international community where China is a key global player.

What topics will I study?

Identity and culture:

- Family and friends
- Technology in everyday life
- Free time and activities
- Customs and festivals in Chinese-speaking countries

Current and future study and employment:

- School life
- Jobs and ambitions

Local, national, international and global areas of interest:

- Home, town, neighbourhood and region
- Social issues including charities, volunteer work and healthy lifestyles
- Global issues including the environment and poverty
- Travel and tourism

"Mandarin definitely isn't an easy option, but the rewards of studying it make the effort worthwhile. The course is varied: you get to study the language, not only written but spoken, and also be exposed to China's culture, which is radically different to ours. Being part of the Mandarin Excellence Programme means that you are able to benefit from the support of students learning Mandarin all over the country if you need it. Very few people are able to have a Mandarin GCSE as an achievement, so you will stand out from the crowd"



How will I be assessed?

This course is linear and so students will sit all of their exams at the end of year 11.

The course is split into 4 skill areas which are each worth 25% of the final grade:

- Listening
- Speaking
- Reading
- Writing

All skill areas are externally assessed although the speaking exam will be conducted by their teacher. Students can be entered for either the Foundation or Higher Tier:

- Foundation: Grades 1-5
- Higher: Grades 4-9

Course Requirements

You must have studied this language at key stage 3 in order to complete the GCSE course.

Any questions?

Mrs H Aird (Head of MFL)
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19



Examining Board: AQA

GCSE SPANISH

The aims of the course

To give students the opportunity to:

- enjoy and benefit from language learning.
- further develop their ability to communicate ideas spontaneously and fluently.
- further develop their ability to respond to authentic written and spoken resources.
- deepen their knowledge and understanding of how language works.
- develop an awareness and understanding of countries and communities where the language is spoken.
- prepare for further language studies.
- develop valuable transferable communication skills.
- develop their language skills to a level suitable for use in today's multilingual job market.

What topics will I study?

People and lifestyle:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

Popular culture:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

Communication and the world around us:

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

How will I be assessed?

This course is linear and so students will sit all of their exams at the end of year 11.

The course is split into 4 skill areas which are each worth 25% of the final grade:

- Listening
- Speaking
- Reading
- Writing

All skill areas are externally assessed although the speaking exam will be conducted by their teacher. Students can be entered for either the Foundation or Higher Tier:

- Foundation: Grades 1-5
- Higher: Grades 4-9



"Learning Spanish allows you to use and expand your knowledge by connecting with people beyond your native language. It has taught me to appreciate the global diversity of cultures and traditions and I know it will open up a range of future opportunities for me beyond school."

Course Requirements

You must have studied this language at key stage 3 in order to complete the GCSE course.



Any questions?

Mrs R Portsmouth (Head of Art & D&T)
rportsmouth@delisle.leics.sch.uk
01509 268 739



GCSE ART & DESIGN

Examining Board OCR

The aims of the course

Art and Design is a broad and varied subject area and we are able to offer two GCSE options allowing students to specialise in their area of interest.

Both courses build on the skills and knowledge gained at Key Stage 3 and aim to inspire students to develop their skills and creativity by giving the opportunity to experiment with different materials, media and techniques. The course enables students to gain knowledge and understanding of art and design and to develop students' visual language skills to build a comprehensive portfolio of work.

What topics will I study?

Fine Art (Course Code J171)

Fine Art students will develop their knowledge, understanding and practical skills in areas such as drawing, painting, print-making and collage.

Graphic Communication (Course Code J172)

Graphic Communication students will develop their knowledge, understanding and practical skills in areas such as advertising, communication graphics, and illustration.

How will I be assessed?

Component 1 Personal Portfolio 60%

Following a school-set starting point you will develop, explore and record your ideas. You will learn new skills, whilst developing your knowledge and understanding. The four assessment objectives are covered across sketchbook based projects which culminate in a final piece.

Component 2 Externally Set Task 40%

Following a theme set externally by the exam board students complete a preparatory sketchbook before completing a ten hour practical exam.

Further Information

Specialist art materials are available for students to use within the department. Students are expected to have their own basic art equipment including a selection of drawing pencils and sketchbooks. In addition, coloured pencils, paints and a selection of brushes would be useful.



"I like art because it's my favourite subject and lets me be creative and use my imagination. It allows me to use different skill sets to my other subjects."

Any questions?

Mr L Akhurst (Head of Business)

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21



Examining Board: AQA (Course Code 8132)

GCSE BUSINESS

The aims of the course

The GCSE Business course is designed to introduce you to the purpose of business activity giving you the opportunity to explore real business issues and how businesses work. The units provide opportunities to explore, investigate and analyse small and large business, theories and concepts in a relevant way and learn how changing business environments affects business success. You will develop strong analytical, problem solving and maths skills which are all transferable across your other subject areas. In recent years, at De Lisle we have seen an increase in students studying A level Business and then further into Business courses at university then continuing their careers into Accountancy, Business Law, Human Resources, Finance and Banking.

What topics will I study?

The GCSE is divided into six parts which gives an insight into how modern businesses are founded from entrepreneurial ideas, planning and growth to the different functions needed for business to be successful from motivating a workforce to creating advertising. GCSE Business comprises of:

- Business in the Real World
- Business Operations
- Influences on Business
- Human Resources
- Marketing
- Finance

How will I be assessed?

Your GCSE Business course is assessed through two examinations, each for one hour and forty-five minutes, worth a maximum of 90 marks and comprises 50% of your GCSE result:

- Paper 1 – Influences of operations and HRM on business activity
- Paper 2 – Influences of marketing and finance on business activity

"I enjoy studying business because it teaches us lots of specialist information on how businesses are organised and function and we explore different models of business and link these to real businesses. We have learnt how market capitalisation works and the flotation of a business on the stock exchange. It's good because we cover the topics in depth, giving me knowledge of different areas of business and a strong understanding of the subject. This is great as I would like to study Business at A level."





Any questions?

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GCSE COMPUTER SCIENCE

Examining Board OCR (Course Code J277)

The aims of the course

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself, and as an 'underpinning' subject across science and engineering, is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.

What topics will I study?

Overview of the subject content:

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
8. Aspects of software development
9. Practical programming opportunities and projects to develop skills

How will I be assessed?

Written exam

Programming and problem solving based questions; 50% of GCSE

Written exam

Theoretical knowledge of computer systems; 50% of GCSE



"Computer Science prepares you for the future, whilst improving your problem solving and coding skills. It is a challenging and engaging subject that gives you pathways to many important and influential roles in society."





Any questions?

Miss L Robey-Monks (Head of Drama)
 lrobeymonks@delisle.leics.sch.uk
 01509 268 739



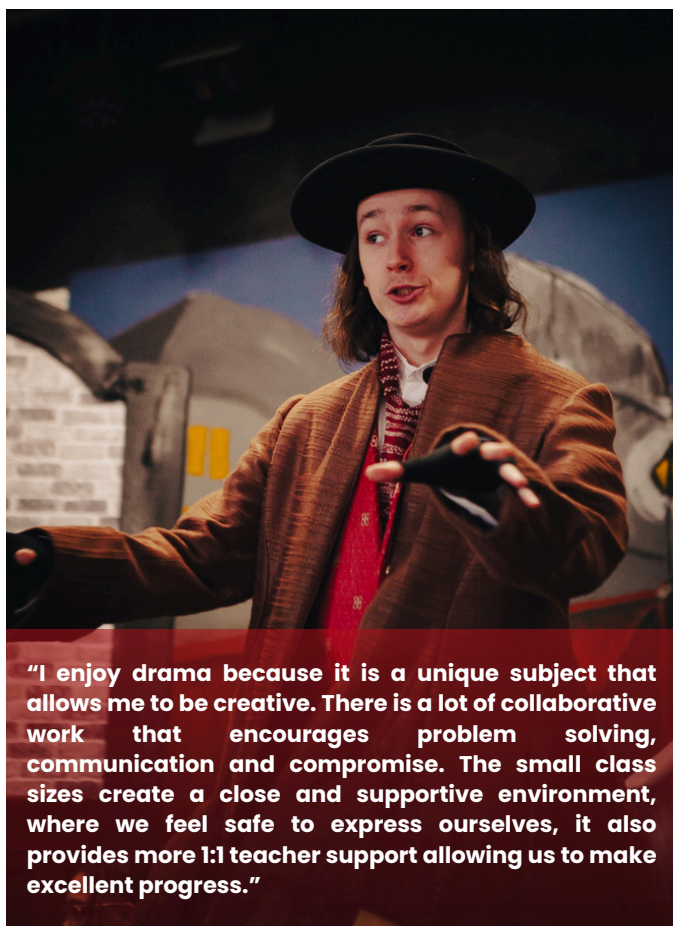
GCSE DRAMA

Examining Board Edexcel

The aims of the course

The Edexcel GCSE in Drama encourages students to:

- apply knowledge and understanding when making, performing and responding to drama;
- explore performance texts, understanding their social, cultural and historical context, including the theatrical conventions of the period in which they were created;
- develop a range of theatrical skills and apply them to create performances;
- work collaboratively to generate, develop and communicate ideas;
- develop as creative, effective, independent and reflective students able to make informed choices in process and performance;
- contribute as an individual to a theatrical performance;
- reflect on and evaluate their own work and that of others;
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.



"I enjoy drama because it is a unique subject that allows me to be creative. There is a lot of collaborative work that encourages problem solving, communication and compromise. The small class sizes create a close and supportive environment, where we feel safe to express ourselves, it also provides more 1:1 teacher support allowing us to make excellent progress."

What topics will I study?

The weight of the course is on practical work: creating, rehearsing and performing both devised and scripted theatre. Students will also be expected to engage with the theory of drama and theatre.

There is a focus on visiting the theatre and reviewing live theatre productions as well as studying drama texts and discussing ideas for staging them.

How will I be assessed?

The course is split into three components:

Component 1 (40%): Devising

Component 2 (20%): Performance from Text

Component 3 (40%): Theatre Makers in Practice

Any questions?

Mrs R Portsmouth (Head of Art & D&T)
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25



Examining Board OCR (Course Code J309)

GCSE FOOD & NUTRITION

The aims of the course

Food Preparation & Nutrition is a vibrant course with diverse teaching and learning styles allowing students who enjoy working with food practically and the science of nutrition and diet. The subject requires students to show evidence of knowledge and understanding of Food processes and properties and develop competent practical skills in a wide range of categories and food groups.

What topics will I study?

- Food Nutrition and Health; Food Choices
- Food Science – chemical and biological properties within food
- Food Safety and Hygiene
- Food Provenance (sustainability, regional and organic, cost)
- Cooking and food preparation

How will I be assessed?

Unit 1—50% of grade = Written paper (100 marks)

This is a 1 hour 45min written paper.

Unit 2—50% of grade = Non-exam Assessment (NEA)

Assessment 1: The Food Investigation Assessment (15% of total qualification)

Assessment 2: The Food Preparation Assessment (35% of total qualification)

Further Information

Students will be expected to provide their own ingredients for each recipe. A4 folder and A3 folder will be required for NEA in Year 11.

It is essential students are organised and prepared for practical lessons. One practical cooking lesson on average per week. Students cannot 'opt out' of working with different food groups. Skills must be demonstrated across 20 skills and techniques. Examples are: in knife skills students must show abilities in areas such as portioning / filleting fish and meat or alternatives. In sauce making, students must show understanding in manipulating liquids to alter viscosity. An interest in analysing and applying nutritional content across food groups is essential. Students will cover topics such as micro and macronutrients, food science (e.g. heat transference), chemical properties of foods (e.g. acid reactions with proteins, gluten formations), food safety, food costs, cultural cuisines etc.



"I like GCSE Food and Nutrition because I enjoy cooking and learning easier, healthier and quicker ways of cooking. I have also discovered foods and methods I would not have tried at any other time."



Any questions?

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Mr S Dellaca (Teacher of Music)
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GCSE MUSIC

Examining Board EDUQAS

The aims of the course

This GCSE qualification aims to inspire students to develop their musical and creative skills by giving them the opportunity to explore music through the three components of: performing, composing and listening and analysis. By developing and applying the musical knowledge, understanding and skills set out in this course, students will form a personal and meaningful relationship with music. GCSE Music encourages students to work independently and collaboratively while developing their confidence in, and understanding of, music. Students will gain a greater knowledge and understanding of the wealth of music that is around them by studying music from different times, different cultures and for different purposes.

What topics will I study & how will I be assessed?

Component 1: Playing (30%)

Total duration of performances: 4–6 minutes

Non-exam assessment: internally assessed, externally moderated

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either a piece you play on your own or with an ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composing using Technology (30%)

Total duration of compositions: 3–6 minutes

Non-exam assessment: internally assessed, externally moderated

Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Component 3: Listening and Appraising (40%)

Written examination: 1 hour 15 minutes

This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

Two of the eight questions are based on pieces of music set by WJEC.

Further Information

A selection of instruments are available for students to use within the department. It is recommended that students opting to take GCSE music already have prior experience of playing an instrument or singing. However, the course does lead on from Key Stage 3 and is accessible for students who may wish to build on and develop their musical skills from their classroom experience. For the performance component of the course we also advise that it is beneficial for students to maintain a weekly individual lesson on their chosen instrument or voice. There are instrumental teachers who visit the school and can provide students with weekly tuition. Finally, students are encouraged to contribute to the musical life of the school and co-curricular programme by joining an instrumental ensemble or a choir.



"I love every part of music GCSE, have had no regrets choosing it. It's my favourite lesson of the week! We have a real community feel in the class with everyone supporting each other particularly in our ensemble pieces. The teachers are really encouraging and work with us so we can achieve our highest potential."

Any questions?

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27



Examining Board AQA (Course Code 4890)

GCSE PHYSICAL EDUCATION

The aims of the course

This GCSE qualification follows on from Key Stage 3 Physical Education by providing students with exciting opportunities to learn about and lead healthy and active lifestyles.

The course enables students to enjoy and understand the benefits of living healthily, staying active through sport and recreation. It can provide a route to further study in Further Education awards, such as A levels, and to Higher Education in Physical Education, as well as to related career opportunities.

What topics will I study?

The GCSE Physical Education course is split into theoretical and practical modules. The theory section, worth 60% of the qualification, looks at a variety of aspects that relate to the human body, movement and socio-cultural influences and well-being in physical activity and sport.

The practical section allows students to experience and be assessed in a variety of activities as a performer. This part of the course is worth 40% and is an on-going assessment over the two years of the course. Students take part in activities such as football, netball, rugby, hockey, swimming, table tennis, basketball, badminton, handball, volleyball, dance and athletics, and can also submit video evidence of any sports not offered within curriculum time, such as skiing, rowing, equestrian or rock climbing.

How will I be assessed?

There are two theory examinations at the end of year 11, each lasting 1 hour and 15 minutes and worth 30% of the overall GCSE. The examinations are made up of multiple choice, short answer and longer answer question, adding up to 78 marks per paper. These contribute 60% of the GCSE. Practical performance is assessed in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Students are assessed on progressive drills and the activity in a fully competitive situation, including analysis and evaluation of performance for one chosen activity. There are 100 marks available in this section and it contributes 40% of the GCSE.



"GCSE PE provides you with an incredible opportunity to learn about how the body works and to practise new skills in lessons. It provides you with the knowledge to ensure that you remain healthy and active into adult life. You have opportunities to learn new sports and practical skills which you can use in later life too. The teachers enjoy teaching their subject and share their passion in each and every lesson."

Further Information

Students who wish to study GCSE Physical Education will enjoy physical activity and sport and will ideally take part in sports and activities outside lessons, such as inter-house fixtures, school team training and at clubs. Students who take part in sports and activities not offered in curriculum time will be required to submit video evidence to be assessed.



Any questions?

Mrs M Vaghadia (Head of Psychology)
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GCSE PSYCHOLOGY

Examining Board Edexcel (Course Code IPSO)

The aims of the course

The GCSE Psychology course will give students an understanding of why humans behave the way that they do. GCSE Psychology will provide students to develop understanding of self and others, and also teach students about how psychology can be used in the real world to understand personal, moral, social and cultural issues. This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills.

Students will learn about how psychological research is conducted, through taught research methods and practical work. The GCSE will encourage students to develop arguments and critically evaluate psychological evidence, through the exploration of issues such as, are we influenced more by nature or nurture? This GCSE is a sound foundation for anyone who is drawn towards sciences for further study and also those who may choose a more arts-based direction for their later studies. Students may also progress into employment in a wide range of careers (with further training), for example product management and general management, or a science-based apprenticeship. The GCSE can be taken as a stand-alone qualification, which will provide an interesting and worthwhile introduction to psychology. For those who decide to take the subject further, it provides a sound foundation for future study.

What topics will I study?

The GCSE includes eight topics. The six compulsory topics, which are central to the study of psychology, are:

- Development – How did you develop?
- Memory – How does your memory work?
- Psychological problem – How would psychological problems affect you
- The brain and neuropsychology – How does your brain affect you?
- Social influence – How do others affect you?
- Research methods – How do you carry out psychological research? Psychology requires the use of mathematical skills for handling data in Investigations and these skills are taught within research methods.

The two optional topics, which explore specialist areas, are:

- Criminal psychology – Why do people become criminals?
- Sleep & Dreaming – Why do you need to sleep and dream?

How will I be assessed?

There are 2 written exams at the end of Year 11. Questions include multiple choice, short questions and extended writing questions for paper 1.

Paper 1: Core topics – 1 hour and 45 minutes, 55% of the final grade.

Questions include calculations, multiple choice, short questions and extended writing questions for paper 2.

Paper 2: Optional topics and Research Methods – 1 hour and 20 minutes, 45% of the final grade

"Since starting GCSE Psychology this academic year, I have found the subject extremely interesting. I have a particularly enjoyed learning about the different studies we have covered in the course so far in particular Zimbardo's work on Social Influence. I have had an opportunity to develop my reasoning skills but also my analytical skills which allows me to critically evaluate not only during class work but also aspects in a real-life setting."



Any questions?

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29



Examining Board EDUQAS WJEC (Course Code 603/1045/5)

GCSE SOCIOLOGY

The aims of the course

GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. The aim of Sociology is to try to understand human behaviour and how we are influenced by the society that we live in and the groups we belong to. Sociology is a very interesting and important subject that will take you on a learning journey that is topical, relevant and challenging.

Sociology is also a subject that lends itself well to certain occupations which require the person to have a knowledge of current affairs, an ability to critically analyse information, and an understanding of how society works. It enables students to become more confident, be able to express their views clearly and supports other essay writing subjects through developing their analytical and evaluative skills.

What topics will I study?

Understanding social processes and research methods

This component focuses on the themes of socialisation, identity and culture. You will study the key concepts and processes of cultural transmission, including socialisation and the acquisition of identity. In the study of research methods, you will help understand the importance of assessing the research methods used in evidence gathering. You will also learn sociological theory and its relevance in society today. You will become familiar with the theories of classical sociologists.

The sociology of families

In this unit of study, you will gain a better understanding the differing views of; why we live in families, the functions of families, the variety of family types we have in the UK and the world and the different and changing views of roles and relationships within families.

The sociology of education

Here you will explore; competing views of the role and functions of education, the relationship between education and wider society, and the factors that affect the educational achievement of different groups.

The sociology of crime and deviance

In the study of crime and deviance you will learn; how crime is defined, who is more likely to commit a crime, the different explanations of criminal behaviour, the formal and informal methods of controlling individuals, and how we measure the level of crime.

The sociology of social differentiation & stratification

In this module you will investigate; the different views of social class, the various factors that affect life chances, how sociologists interpret poverty as a social issue, how people and groups possess power and authority, and the variety of power relationships in society.

How will I be assessed?

Students will be assessed through formal examination only. Students must sit two 1 hour and 45 minute exams at the end of Year 11 that are both worth 50% of their final grade. Both exams comprise of a range of short and longer answer 'essay style' questions for each unit. This will encourage students to think critically about the social world by putting forward a balanced argument.



"Sociology gives you a wider understanding of society. I've really enjoyed learning about social influences on the way we think, act and feel."



Any questions?

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GCSE TRIPLE SCIENCE

Examining Board AQA

The aims of the course

This course will lead to students gaining three separate GCSE qualifications. This will provide students with an excellent grounding for further study in science subjects, as well as a well-rounded and comprehensive foundation in science learning. The courses are taught within a contemporary context which enhances students' learning opportunities. All students are very welcome to choose triple science.

What topics will I study?

Biology: Students will study living things and life processes through a variety of topics including: cell biology, the immune system, body control systems, inheritance and evolution; and ecology and the environment.

Chemistry: Students will study matter and materials through topics such as: atomic structure; chemical bonding; changing the speed of chemical reactions; chemical analysis; and the chemistry of our atmosphere.

Physics: Students will study forces and energy through topics such as: Earth and space; electricity; magnetism and electromagnetism; atomic structure; and waves.

How will I be assessed?

Each GCSE is assessed via examinations at the end of year 11. The examinations will assess students' scientific recall, their understanding of scientific concepts, their ability to apply numeracy and their knowledge of experimental procedures.

Further Information

Revision guides are available from a variety of publishers. We can often offer these at a discounted rate.

"Triple science provides insights into the world around us, in a fascinating and captivating way. From understanding the wonders of the human body to the complexities of space, no other subjects could satisfy an enquiring mind like triple science. As well as this, science will be needed in day-to-day life, teaching essential life skills which will help everyone to excel in all areas of life. And don't forget the abundance of practicals and demos, which will make up part of the GCSE exams!"





Any questions?

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mjackson@delisle.leics.sch.uk
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Applied Learning

BTEC Level 2 Tech Award

CREATIVE MEDIA PRODUCTION

Why choose BTEC Tech award in Creative Media Production

This is a hands-on course that will give you an authentic taste of what the media sector is like, and the skills and confidence to succeed in your next steps.

With this BTEC Tech Award in Creative Media Production, you will get the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the industry.

What topics will I study?

Component 1: 30% Exploring media products

Aim: learn about the sector and investigate media products across the following sub-sectors:

- audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts)
- publishing (newspapers, magazines, books, e-magazines, comics)
- interactive (websites, mobile applications, mobile games, video games, online games).

Assessment: internally assessed assignments

Component 2: 30% Developing digital media production skills

Aim: develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.

Assessment: internally assessed assignments

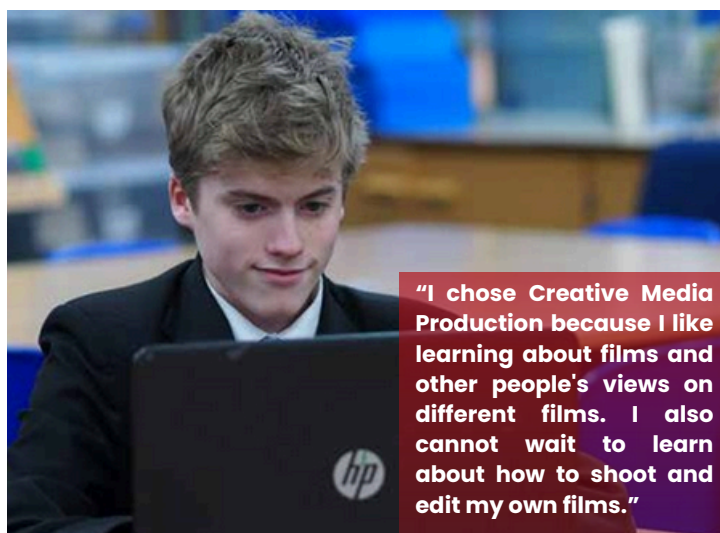
Component 3: 40% Create a media product in response to a brief

Aim: apply digital skills and techniques by responding to a digital media brief.

Assessment: externally assessed task where students respond to a brief to create a media product.

How does the course work?

The course is made up of three components: two internally assessed and one that's externally assessed.



"I chose Creative Media Production because I like learning about films and other people's views on different films. I also cannot wait to learn about how to shoot and edit my own films."



Applied Learning

HEALTH & SOCIAL CARE

BTEC Level 2 Tech Award

Why choose BTEC Tech award in Health & Social Care

- Do you have aspirations to work in the health and social care sectors?
- Would you like to learn in a real-life scenario?
- Would you like to learn so that you will grow in confidence?
- Would you like to do practical tasks rather than written exams?

What topics will I study?

Component 1: Human Lifespan Development

- Explore how individuals develop physically, emotionally, socially and intellectually over time.
- Investigate how various factors, events and choices impact individuals' growth and development.
- Discover how people adapt to life events and cope with making changes.

Component 2: Health and Social Care Services and Values

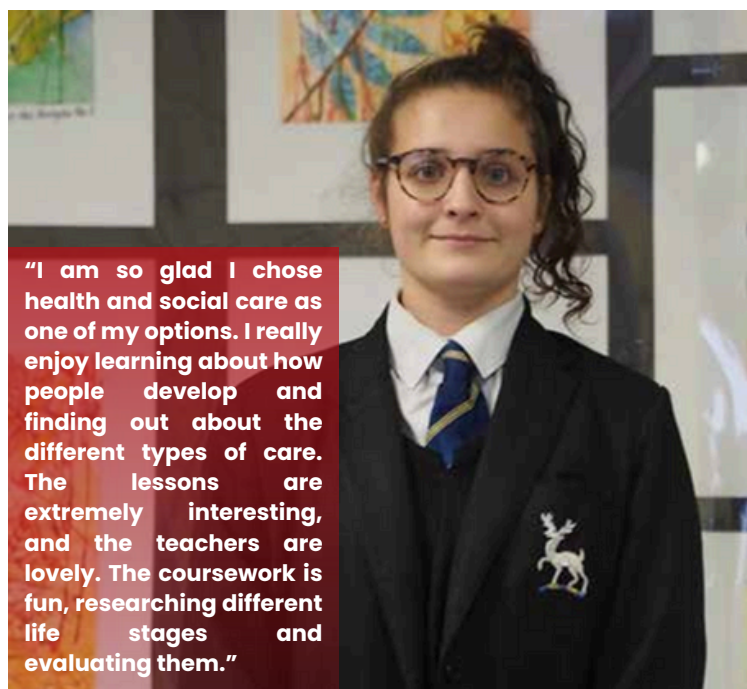
- Learn which health and social care services are available.
- Identify why people might need to use these services.
- Discover who's involved in providing these services.
- Explore what might stop people from accessing the services they need.
- Look at the care values the sector has to make sure people get the care and protection they need.

Component 3: Health and Wellbeing

- Learn what 'being healthy' means to different people.
- Explore the different factors that might influence health and wellbeing.
- Identify key health indicators and how to interpret them.
- Assess an individual's health using what they've learned.
- Create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available.
- Reflect on the potential challenges the person may face when putting the plan into action.

How does the course work?

The course is made up of three components: two internally assessed and one that's externally assessed.



"I am so glad I chose health and social care as one of my options. I really enjoy learning about how people develop and finding out about the different types of care. The lessons are extremely interesting, and the teachers are lovely. The coursework is fun, researching different life stages and evaluating them."

Any questions?

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33



Applied Learning

BTEC Level 2 Tech Award

PERFORMING ARTS

Why choose BTEC Tech award in Performing Arts

It is designed for students who want to study performing arts within their broader KS4 curriculum.

This qualification is a Technical Award equivalent in size to one GCSE at the following levels:

Level 2 Distinction* – GCSE Grade 8

Level 2 Distinction – GCSE Grade 7

Level 2 Merit – GCSE Grade 5

Level 2 Pass – GCSE Grade 4

Level 1 Pass – GCSE Grade 2

What topics will I study?

You will study three components, covering the following content areas:

- Exploring the Performing Arts – developing an understanding of the performing arts including practitioners' work and the processes used to create performance.
- Developing Skills and Techniques in the Performing Arts – development of performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.
- Responding to a Brief – contributing to a workshop performance as either a performer or designer in response to a given brief and stimulus.

How does the course work?

The course is made up of three components: two internally assessed and one that's externally assessed.



"I enjoy BTEC Performing Arts as it allows me to develop my understanding of the performing arts industry alongside learning choreography and creating my own performances. It has allowed me to develop my knowledge of different performing styles and pushed me out of my comfort zone in terms of my performance skills and technique."



Applied Learning

SPORTS STUDIES

OCR Level 2 Cambridge National Certificate

Why choose the Cambridge National in Sports Studies

- Do you like assessment that includes practical tasks and assignments?
- Do you like content that will engage your interest in sport?
- Would you like a clear progression onto level 3 study to explore sport further?

What topics will I study?

R184 Contemporary issues in sport

(40% of the course. External assessment. One hour and 15 minutes, out of 70 marks, converted to a score out of 80)

You will learn about:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport

R185 Performance and leadership in sport

(40% of the course, out of 80 marks)

You will:

- Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity
- Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in a sporting activity
- Keep a record of your progress in two sporting activities outside of school, for one term each
- Review your own performance and suggest ways to improve
- Be able to plan sports activity sessions
- Be able to deliver sports activity sessions
- Be able to evaluate your own performance in delivering a sports activity session

R186 Sport and the media

(20% of the course, out of 40 marks)

You will learn about:

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport

How does the course work?

The course is made up of three components, one is externally assessed in a one hour fifteen minute examination; the others are internally assessed.



"I really enjoy sports studies because I find it interesting; the tasks have different objectives but I am able to link them back to my favourite sports. You get to understand sports and specific clubs in depth and in terms of how they manage their media and the impact it has. In this subject you get to learn about the sports environment that you wouldn't usually think about like media and leadership."



Applying for your options

SCAN ME



How to apply

The subject option choice form should be filled in online. The form can be found on the 'KS4 Pathways' page, under the 'Curriculum' tab of the College website. You can find this by scanning the QR code to the left or following the path explained below.

The screenshot shows the De Lisle College website. The header includes the college logo and name, and a navigation bar with links: Home, Catholic Life, Our School, Curriculum, Sixth Form, Students, Parents, News. A red arrow points to the 'Curriculum' link in the navigation bar, with the text 'Click on the Curriculum tab'. Below the navigation bar, a dropdown menu is open under 'Curriculum', showing links: Curriculum, Assessments, KS4 Pathways, Subjects, Reading at De Lisle, Literacy, and Mandarin Excellence Programme. A red arrow points to the 'KS4 Pathways' link, with the text 'Click on KS4 Pathways'. The background of the website features a photo of students in a classroom. In the bottom left corner, it says 'WELCOME TO De Lisle College A Catholic Voluntary Academy'. In the bottom right corner, it says 'PART OF THE ST THOMAS AQUINAS CATHOLIC MULTI-ACADEMY TRUST'.



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